CDE IEP Blue Ribbon IEP Task Force Meeting
Meeting Notes – September 16, 2002

The second meeting of the California Department of Education (CDE) IEP Task Force meting was held in Sacramento on September 16, 2002. The agenda included the following meeting purposes:

- ✓ Consider implications of *No Child Left Behind* legislation and the President's Commission on *Special Education Report* to the IEP process.
- ✓ Review IEP activities/formats from other states.
- ✓ Further determine overall work of the Task Force.
- ✓ Learn about SELPA work on IEP template and other initiatives.
- ✓ Determine next steps.

I   Work Related to Refinement of IEP Task Force Work

Following agenda review, outcomes for the day, a brief summary was provided regarding the work completed in June and the outcomes of a review of other state IEP initiatives. The remainder of the morning was spent on small and large group refinement of the IEP Task Force Work Scope related to the six priorities identified in the June meeting. Small groups were asked to identify 1-3 prioritized activities that they felt the IEP Task Force should focus on during the duration of one year. Following is a summary of these recommended activities for each of the six priorities.

Priority Issue 1:   Lack of Consistency Across the State in IEP Template and Process

Recommended Activity 1:
Group 1:   Review SELPA template and make recommendations
Group 2:   Propose a standardized IEP template (including all elements in #4, #5, #6, and #7) and areas required by federal legislation (i.e., IDEA)
Group 3:   Review SELPA IEP template and review for components #4 and #6I
Group 4:   Agree to a statewide template (after input from all stakeholder groups) that fulfills all requirements, including CASEMIS

Recommended Activity 2:
Group 1:   Develop training for all members of the IEP team
Group 2:   Provide training for all stakeholders
Group 3:   Review No Child Left Behind and implications for the IEP when guidelines become available.
Group 4:   Translate the IEP template into multiple language (#5)

Recommended Activity 3:
Group 1:   Promote effective team/collaboration in the IEP process
Group 2:   Explore advantages/disadvantages of the impact of the IEP process and implementation of IEP components on student learning (i.e., evaluation criteria)
Group 3:   Consider training on facilitation process and participation; Identify key participants for training.
Group 4:   Provide training on IEP participation (teachers, parents, administrators, etc.)

Priority Issue 2:   Time and Money

Recommended Activity 1:
Group 1:   Collaboratively advocate for full funding at the state and national level.
Group 2:   Advocate with legislators at the federal and state level for adequate funding for special education (e.g., call Governor Davis with copy to Kerry Mazzoni to sign AB 1907 now - governor@governor.ca.gov advocate regarding IDEA reauthorization issues during the year)
Group 3:   Make creative use of staff (include #10, #15, and #12).
Group 4:   Identify and promote best practices (e.g., create a product) on the utilization of teacher time at the elementary and middle/high school level to create a collaborative staff model (i.e., team members given bimonthly time for staff meetings) with the purpose to improve student outcomes and compliance.

Recommended Activity 2:
Group 1:   Identify issues—best practices/creative options (e.g., what works and where)
Group 2:   Explore fiscal models from other states identified by OSEP as effective to identify and promote best practices
Group 3:   Explore No Child Left Behind for flexible funding and supplemental service provision process (described like an IEP—explore whether staff paid for extra time)
Group 4:   Advocate for adequate funding/policies.

Recommended Activity 3:
Group 1:   Reduce class size
Group 2:   None
Group 3:   Explore what is working (e.g., what OSEP identifies as effective programs)—see #13, #14, #16, #18, and #19
Group 4:   None

Priority Issue 3:   Coordination of Services/Agencies

Recommended Activity 1:
Group 1:   Identify agencies/partners and determine their scope of services (#2):
   • Determine what services/agencies available (#6, #7)
   • Clarify roles (#8)
Group 2:   Explain existing interagency agreements and what agencies are available (#2 and #7)
Group 3:   Identify agencies; determine scope of services; clarify roles (#2, #6, #7, and #8)
Group 4:   Determine what services and agencies are available and how they can help; Explore existing agencies; and identify agencies/partners and their scope of services and roles of their agencies

Recommended Activity 2:
Group 1:   Develop interagency agreement between education and other agencies (#10; similar to Activity 2 for Group 1).
Group 2:   Identify agencies/partners and determine their scope of services; determine what services and supplemental aides are available (#2 and #6)
Group 3:   Promote best practices (#12).
Group 4:   Promote best practices/models; gather other agency models.

Recommended Activity 3:
Group 1:   None
Group 2:   None
Group 3:   Develop state model of interagency work that can be transferred to the local level

Group 4:   Make recommendations to the CDE, Governor and legislature based on conclusions from the above three activities

Priority Issue 4:   Transition Planning – Between Levels and at the Secondary Level

Recommended Activity 1:
Group 1:   Identify transition issues at each level (with emphasis on the IEP process)—Inter-level (primary, middle, junior high, and high school), inter-program (residential to SDC, SDC to resource, and resource to general education), and post secondary
Group 2:   Identify transition needs/issues at each level and look at materials (policies) already available (#1 and #12)
Group 3:   Identify transition issues at each level and support communication at each transition level (grade levels).
Group 4:   Identify transition issues and look at materials available (#1 and #2).

Recommended Activity 2:
Group 1:   Determine an effective strategy to disseminate to the IEP teams
Group 2:   Coordinate with other agencies to determine services available
Group 3:   Develop standardized transition processes and forms at every level (i.e., infant to preschool, preschool to K, elementary to junior high, and junior high to high school)
Group 4:   Address transition at all levels of the IEP. Make transition discussion a regular part of IEP meetings

Priority Issue 5:   Lack Of Training For Parents, Teachers, Administrators and School Staff

Recommended Activity 1:
Group 1:   Identify what training exist, who is conducting them, and if there are any gaps and barriers to training (e.g., rural, language, etc.)
Group 2:   Identify and publish the best IEP trainings available.
Group 3:   Always use cultural sensitivity filter in trainings (#13).
Group 4:   Provide training for all school personnel (#2, #9, #11, #12, and #13).

Recommended Activity 2:
Group 1:   Promote collaborative effort to provide trainings that exist; promote these trainings; and develop training that don't exist and address barriers
Group 2:   Promote PTIs, FRCs, and FECs
Group 3:   Provide training on the role of IEP members and issues that are key issues around due process, etc. (# 3 and #4)
Group 4:   Develop a list of parent resources and training sessions

Recommended Activity 3:
Group 1:   None
Group 2:   None
Group 3:   Promote awareness of what exists (e.g., FEC, PAI)
Group 4:   None

Recommended Activity 4:
Group 1:   None
Group 2:   None
Group 3:   Provide training on all aspects of special education (#2, #9, #11, and #12)
Group 4:   None

Priority Issue 6:   Clear, Articulate List of Appropriate Accommodations/Modifications that are Listed by Specific Disability (menu of strategies for teachers to tie to the regular classroom)

Discussion postponed until the November meeting

II.   Presentation – *No Child Left Behind* Legislation and *President's Commission on Special Education Report.*

Dr. Alice Parker provided a PowerPoint presentation on both the *No Child Left behind* Legislation and the *President's Commission on Special Education Report*. Discussion was held regarding the implications of these two efforts to the IEP process.

III.   Other Statewide IEP Improvements/Initiatives

In the afternoon, the IEP Task Force had a presentation from Pam Ptwacek, Diane Youtsey, and Maureen Burness on the draft IEP Template being developed by the SELPA Directors. In addition, they discussed the Association of California School Administrators (ACSA) and CARS+ Handbook aligning IEP's to Essential State Standards. Janet Canning provided a summary of an on-line, self-paced, IEP module that was developed through the California State Improvement Grant during 1997-1999. In December 2003, this module will be updated to reflect the contents of the re-authorization of the Individuals with Disabilities Education Act (IDEA) and California's implementation of *No Child Left Behind.* Summarizes of these presentations are provided in Appendix A.

After a group discussion, it was agreed that the SELPA template would be provided to the IEP Task Force by October 15 for review prior to the next meeting in November. The Task Force also agreed to support the efforts of ACSA and CARS+ and will discuss specific collaboration strategies at a later time.

The IEP Task Force also discussed a format that could be used for pre-IEP meetings for the purpose of facilitating and streamlining IEP meetings. This draft format is included within Appendix B.

IV.   Continued Task Force Refinement of Workscope/Next Steps/Wrap-up

Following the presentations regarding other statewide IEP improvements and initiatives, the IEP Task Force continued efforts to further refine their workscope for the year. It was decided that the next meeting would focus on providing the SELPA directors feedback on the draft IEP template, discussion of educational benefit, and further review of and work on the form included in Appendix A as a strategy to improve the efficiency and functioning of IEP team meetings. The meeting adjourned at 4:00.

Appendix A
Summary Information
IEP Statewide Initiatives

Beginning Work – Format for Pre-IEP Work

California Pilot IEP

Date: _____

For: _____

What is educational benefit?

_____

_____

_____

What do we need to do/provide to get there?

_____

_____

_____

How will we know if we got there?

_____

_____

_____

OK: _____

_____

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